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ABSTRACT

This publication presents specific guidelines to be used by counselors and teachers in the implementation of an effective program of individual exploration through group guidance. The program aims at offering students the opportunity to understand themselves and their present and future environments; however, no effort is made to include group counseling activities. Personal, social, educational, and occupational information for students is presented at three levels of development: kindergarten through sixth grade, seventh through ninth grade, and tenth through twelfth grade. At each level, attention is focused on five areas of consideration: (1) unique informational needs of students at that particular level of maturity; (2) suggested group activities to meet these needs; (3) immediately adaptable resource aids for teachers; (4) references teachers can use for in-depth study; and (5) an evaluation to test the effectiveness of the program. Through the use of this guide, priorities may be established for building a continuous, systematic, vertical guidance system to help prepare all students for decision making in their post school environments. (Author/NMF)

CG

BULLETIN NO.1178

1970

GROUP GUIDANCE

Where the Action Is

ED 082075

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A GUIDE TO PERSONAL EXPLORATION
THROUGH GROUP GUIDANCE,
KINDERGARTEN THROUGH 12

VITAL GUIDANCE SERVICES FOR THE 70'S

LOUISIANA TECH UNIVERSITY
and
GUIDANCE SERVICES SECTION
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A GUIDE TO PERSONAL EXPLORATION THROUGH GROUP GUIDANCE
K - 12

Prepared by
Graduate students attending a workshop at
Louisiana Tech University

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in cooperation with the
Guidance Section
Louisiana Department of Education

Issued by

STATE DEPARTMENT OF PUBLIC EDUCATION
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PREFACE

Each individual faces the personal task of learning to know, understand, and accept himself; learning to know, understand, and accept his environment; and learning to bring about a compatible relationship between the two. The adjustment resulting from this process leads to full development. Each student needs help and information in his quest of personal exploration for full development.

It seems increasingly evident that all members of the school staff can facilitate the student's quest for full development by both individual and group activities. The latter, as utilized in this presentation, pertains to those group activities which further the implementation of the Information Service. No effort is made to include group activities commonly called group counseling.

The purpose of this publication is to provide specific guidelines to be used by counselors and teachers for the implementation of an effective program of individual exploration through group guidance in the areas of personal, social, educational, and occupational information for students from kindergarten through the high school grade level.

This publication is the result of a one-week course, cosponsored by Louisiana Tech University and the Vocational Education Division of the Louisiana State Department of Education, under the leadership of William Dodd, State Superintendent of Education, Thomas Derveloy, Assistant Superintendent of Vocational Education, and Ralph Morel, State Director of Guidance. The committee is indebted to Dr. Raymond N. Hatch, professor of counseling, personnel services, and educational psychology at Michigan State University and to Dr. W. L. Bergeron, head of the Psychology Department of Louisiana Tech University for serving as consultants for this study.

Those who participated in and contributed to this study are:

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INTRODUCTION

In the 1970 June issue of Changing Times Magazine, the observation was made that, "thousands of young people leave school each year without ever having had any professional help in deciding what kind of work they ought to seek or train for." Since we accept the point of view that guidance services are for "all students," then something is wrong. Is it that we have failed to provide a vertical program for our student which he can graduate into as he moves from one school level to another? Or have we failed to involve the entire school staff in our program toward preventing the occurrence of the above quote? Maybe it has been that we have considered educational guidance as the more important, and consequently occupational guidance has been pushed into the background. Whatever the weakness of our present position, we feel this publication will bring into focus the importance of the information services of a guidance program in offering the student the opportunity to understand himself and his present and future environment.

Many of Louisiana's school counselors find themselves in systems where large pupil-counselor ratios virtually preclude providing adequate exploration for all students. Limited funds and the lack of an adequate number of trained personnel are glaring problems along with a high dropout rate and an

abundance of slow learners demanding and needing attention. In facing these problems we realize we must use techniques which will help all students who have unique needs for guidance. Group guidance is one we suggest using to bring together the student's abilities, as he sees them, and his environment, as he understands it, into a wise occupational choice.

A fragmented approach with many omissions has existed in Louisiana because of a lack of clearly defined guidelines. Ideally, this publication will assure a continuous program from kindergarten through the twelfth grade (see fig. 1), will provide a systematic plan, will avoid useless repetition and will reach all children. Through the use of this guide, priorities can be established, and counselors and teachers can be sure of covering all important subjects leading to the goals of their program.

In an effort to establish guidelines for an effective program of individual exploration of personal, social, educational, and vocational information for students, material has been presented at three levels of development: Kindergarten through sixth grade, seventh through ninth grade, and tenth through twelfth grade. At each level, attention is focused upon five areas of consideration:

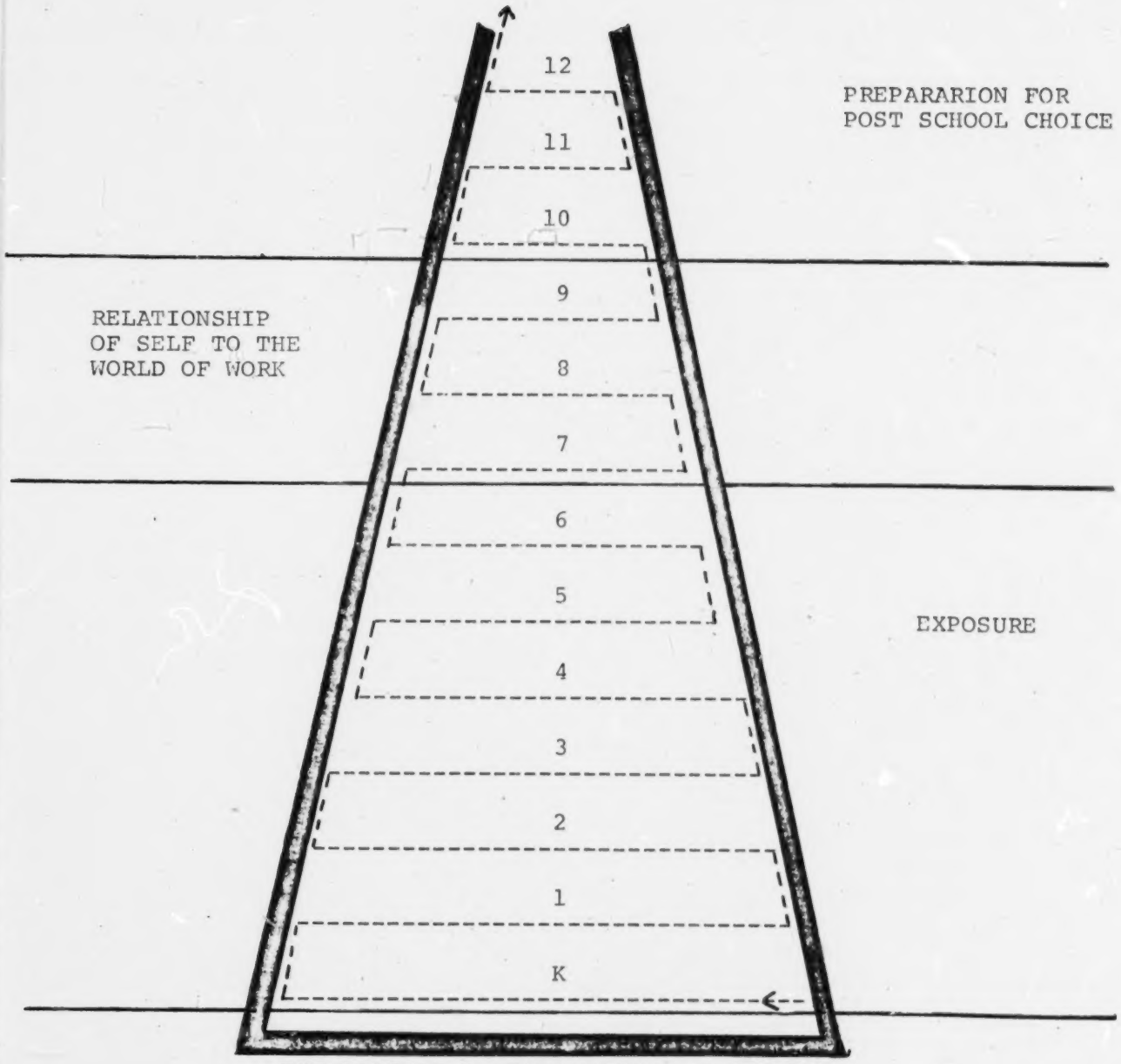
Unique informational needs of students designed to show how the youngster needs help at each particular level of maturity.

Suggested group activities to meet these needs.

Resource aids for immediate help for teachers.

Background information consisting of references teachers can use for in-depth study.

An evaluation which can be used by the people involved to test the effectiveness of the program.



THE PROCESS OF INDIVIDUAL EXPLORATION
IN
OCCUPATIONAL, EDUCATIONAL AND PERSONAL INFORMATION
BY
INDIVIDUAL AND GROUP ACTIVITY

PERSONAL - SOCIAL, K-6

Informational Needs

Since imparting knowledge in the personal-social area is essentially a process, not a product, there are some underlying principles that can apply to most activities in group guidance. The teacher may find Caldwell's principles sound in conducting group guidance sessions.

1. Show acceptance of feelings
2. Allow for a degree of permissiveness
3. Build boundary lines for behavior
4. Give support during stress
5. Facilitate personal response

It must be noted that pupils learn acceptable behavior by observation of others, so it is important that a teacher "practice" acceptable behavior toward others.

During the elementary school years, it is very important to consider the personal aspect of each individual in the total guidance program. The emphasis on a foundation for later life makes it imperative that school personnel understand the nature of the growing boy or girl. Several items, as emphasized by Lambert, should be taken into consideration as one begins to look at the six-year old growing through the childhood years. A child cannot be made to fit into a pattern as his worries are his own and he needs help in getting over fears and concerns. When the child gets to school he has the opportunity to find friends of his own selection and to practice behavior in a group situation. As he moves into later childhood, he is concerned with broadening his horizon and is

beginning to sense ideas about people. He is undergoing continual change and rapid development. In order to have a sound program in the elementary school, developmental patterns should be taken into consideration.

It is with these thoughts in mind that the needs of students will be considered and guidelines provided for personal educational enrichment through special guidance activities.

Possible Activities or Techniques

As a prelude to guidance directed activities an interest inventory may be administered in order to provide a workable means of identifying pupil interests so they may be utilized effectively in guidance and instruction. This initial guidance activity would provide insight into individual differences among pupils so that children may be grouped according to similar interests and instructional activities may capitalize on those interests.

Audio-visual aids may be used to illustrate a basic concept, develop the applications of basic principles, provide additional information and bring rich learning experiences to the individuals within a group. They provide a basis for future exploration in discussion groups and projects.

Some topics are difficult to discuss without careful preparation. Such matters as cheating, obscenity, snobbishness, cleanliness, or prejudice are of such a personal nature that defense and biases immediately come to the front when the subject is openly presented. If a situation is created with discussion directed toward a person in a story or a film,

then the topic can be examined without immediate personal applications to members of the class.

"Juvenile Jury" is an approach to solving problems common to the group using a derivation of the open-end story technique. One of the best ways to motivate discussion of a problem for group guidance is through the medium of a story that presents a rather common difficulty which requires a solution. A provocative problem situation can bring feelings into focus very quickly and launch the group toward a search for solutions. The focus should be on the problem involved rather than on the story itself. The story can be read to the group, or put on the blackboard or given out on a prepared sheet. Much interest is aroused when the group selects a "juvenile jury" to hear and discuss a problem. The main objective in this technique is to pool the resources of the whole group in working toward a wholesome solution, or series of solutions, to a human problem or general concern.

Writing can take on personal meaning and become an absorbing task when a student has the opportunity to use his own experience in writing a "Book about Myself." The assignment to write an "autobiography" usually produces a murmur of groans and often fails to get young people deeply involved in looking at their own lives. The undertaking assumes overwhelming proportions. Students can visualize the task more clearly when it is broken into segments and allowance is made for individual creativity to compliment the usual essay technique. Chapter titles may be placed on the blackboard to help the project to get underway. Later, students can

examine and evaluate the most significant experience of their lives. An early discussion regarding self-evaluation should prove extremely valuable as an aid in planning and writing.

The following activity, Historical Figures, could be used in the identification of abilities, aptitudes, interests, and personal characteristics:

Select several historical figures and discuss (1) the way they lived and the effect of their lives on others; (2) their personalities and qualities; (3) their approach to problems; (4) their attempts at self improvement.

Have each student list five positive traits he believes he possesses. After the teacher has reviewed and summarized the lists, he should present a report to the class for discussion. Emphasis should be on making students aware of abilities, interests, and talents with which they were not familiar and how these can be evaluated and developed. This activity could be incorporated effectively into a social studies unit.

Role playing permits the individual participants to practice behavior without social threats and allows group participation in observing behavior that is acceptable or should be improved. Although it is an unrehearsed performance, it is by no means unplanned. The teacher or counselor who is responsible for directing the group activity structures the situation, that is, selects for dramatization a problem or a relationship which needs clarification for the group, or which is creating tensions which ought to be resolved. The preplanning includes, in addition to selection of situation,

defining the roles which will be acted out, assigning them to individuals whose interpretation of the roles will illuminate the problem, and involving the entire group - actors and spectators alike - in the activity.

Resource Aids

"Developing Understanding of Self and Others" a self-contained kit of stories, cassettes, music, role-playing, and pictures to stimulate discussion designed for use in the primary grades. Available from American Guidance Service, Circle Pines, Minn. 55014.

Child Growth Series - Dr. Dana L. Farnsworth. Lyons and Carnahan, Inc.
---Child Growth in the Primary Grades.
---Child Growth in the Middle Grades.
---Child Growth in the Upper Elementary Grades.

"A Healthy Personality for Your Child."
U. S. Department of Health, Education, and Welfare.

Background Information

Dinkmeyer, Don C. Child Development: The Emerging Self. New Jersey: Prentice-Hall, Inc., 1965

Glanz, Edward C. and Robert W. Hayes. Groups in Guidance. Boston: Allyn and Bacon, Inc., 1967.

Peters, Herman J. and Bruce Shertzer. Guidance: Program Development and Management. Ohio: Charles E. Merrill Books, Inc., 1964.

Evaluation

Teacher Evaluation

1. Did the activity assist the group in reaching their primary goal or an effective substitute?
2. Did the activity help the individual maintain his status in the group.
3. Did the activity promote better school, home, vocational, or community relationships?
4. Did the activity assist in preparing the individual to cope with future problems?
5. Did the selection of the activities meet the needs of current issues or problems within the particular situation?

Student Evaluation

1. Did you have sufficient time to express your feelings and ideas?
2. Did the activities deal with problems of interest to you?
3. Did you have an opportunity to help in the planning of activities?
4. Did everyone in the group participate?
5. Did you feel that your contribution to the group was important?

Read the questions above: if the answer to a question is "yes," put a check mark (✓) on "yes." If the answer is "no," put a mark on "no." If the true answer is somewhere in between yes and no, put the mark where it will be most true.

1.	Yes							No
2.	Yes							NO
3.	Yes							No
4.	Yes							No
5.	Yes							NO

Selected References

Caldwell, Edson. Group Techniques for the Classroon Teacher. Chicago: Science Research Associates, 1960.

Lambert, Clara, Understand Your Child--From Six to Twelve. New York: Public Affairs Committee, Inc., 1948.

EDUCATIONAL - OCCUPATIONAL, K-6

Informational Needs

The choice of an occupation is usually one of the most important decisions a person makes in his lifetime. To choose a vocation is actually to choose a way of life. A person spends a large portion of his waking hours on the job. In fact, many workers spend more time on the job than they do with their families. A vocation will tend to determine where one's family lives, whom they will meet, and where his children go to school. Briefly stated, it will affect his whole social and economic status.

We can glean from these statements that if vocational development should be expanded to "making a life," more emphasis should be placed on exposing the student to as much information as possible concerning the world of work during these early stages of development. It also follows that if the child has developed a self concept and is searching for something that it fits, he may be able to adapt his self concept into a career pattern.

Young children cannot comprehend all the demands an occupation makes on one's personal and social life. They can consider, however, the effects of different hours of work and different kinds of work on their relationship with their parents.

There are 30,000 jobs now classified and the list is expected to grow substantially by the time these elementary students reach employment age. The vast number of jobs would, in itself, suggest that a child should consider a vocational

choice as early as possible in order that he might know about the world of work. One would want to introduce the student to as many jobs as possible before he reaches an age in which he might attain a "White Collar Complex."

It is not surprising that a child should develop early interests in a wide number of occupations. For example, from the time he is able to talk, he is asked, "What are you going to do when you grow up?" He may quite often answer that he wishes to be like daddy or to be a fireman or a policeman.

Often children assume occupational roles in their play. They may be firemen, policemen, doctors, nurses, or astronauts. Fantasy play, which occurs often at this age, should be encouraged to familiarize the students with as many different jobs as possible. These first experiences are their explorations into employment possibilities.

Possible Activities or Techniques

Occupational information from kindergarten to third grade is concerned with the self concept, exploration, gaining knowledge and understanding of work that is characteristic of environment. Children in grades 4 through 6 have many of these same interests. The program should then be expanded to meet the developmental needs of older children in upper elementary.

The counselor, principal, and teachers should work together to incorporate occupational guidance material into the existing curriculum. Decisions concerning time and scope of this material should be determined by those faculty members involved.

The classroom program may be enriched for elementary

students by drawing special attention to occupational information through group activities. Following is a list of activities that may be used to introduce and coordinate the use of occupational material for the elementary students.

Tours of Local Industries - One learns and appreciates those things that he can see much more than if he is limited to those things he reads. With this in mind, the teacher should use this impressionable period in a youngster's life to show him the world of work in his environment.

An activity can be adapted to fit the work that is carried on in his locale. Following is an example of how this technique may be used.

An introduction can be made into forestry and its contribution to the students' way of life. A tour could be planned to visit the forest to study: (1) different kinds of trees, (2) its value as a wildlife refuge, (3) workers needed to harvest the trees, and (4) products made from trees.

Evaluation of the trip can be made through: (1) making list of things seen in forest, (2) impressions that each received concerning the contributions that the forest makes to each student's way of life.

As a follow-up study, the teacher may want to visit a plywood company or other companies that use wood products to show students the finished product that is derived from our forest.

Activities of this nature can be adapted to all age groups, bringing in study materials such as homemaking, wildlife, world of work, conservation, and recreation.

Role Playing - It has been noted in a previous section that children, especially at the age level from kindergarten to grade three, assume the roles of many different people. Many times they assume the role of those people they admire or of jobs which appeal to their imagination.

The teacher can use this energy of the children by encouraging role playing in the room. The children may pantomime workers and the group can guess the job that the student is pretending to do. Students can pantomime the postman, fireman, policeman, and others. The children will think of many others as the game progresses.

Activities of this nature can be used to familiarize the student with the different workers of his community; those who protect us -- police and firemen; those who help keep us healthy -- doctors and nurses; and those who shelter us -- carpenters.

A follow-up could be made through use of Community Workers. These workers, parents when possible, could be invited into the classroom to explain their duties in their jobs. An exploration of the tools needed in their trade and the educational requirements could be stressed by picture stories, songs, and play activities.

The class may want to visit some of the local businesses and observe workers as they perform their actual jobs.

Parent Handbooks containing all the information the parents should know about the school, its policies and its regulations, should be given to the parents of beginning and transfer students. This may be done at a parent night program at the beginning of the year or any similar occasion.

Parents may be invited to bring their children to school on this occasion to meet with the teachers and also to familiarize them with the school and its policies. A tour of the school, which should include a visit to classrooms, lunchroom, and other facilities, would be beneficial to teachers, parents, and children.

Students may be given an opportunity to draw a picture to represent a field of work that is of interest to them. They may follow this with a paragraph to give further explanation to the picture.

Suggested Resource Aids

Prepared Guides

A Guide for Developmental Vocational Guidance K - 12. The Oklahoma State Department of Education, 1968.

Subscription Services

Occupational Exploration Kit. Chicago: Science Research Associates, 1961.

Careers. Largo, Florida.

Chronicle Guidance Services, Inc. Moravia, New York.

Audio-Visual Aids

Films for Classroom Teaching, Bulletin No. 1167. Louisiana Department of Education, Baton Rouge, Louisiana.

Background Information

Norris, Willa. Occupational Information in the Elementary School. Chicago: Science Research Associates, 1963.

Norris, Willa, Franklin R. Zeran, and Raymond N. Hatch. The Information Service in Guidance. Chicago: Rand NcNally, 1967.

Peters, Herman J., Bruce Shertzer, and William Van Hoose. Guidance in Elementary Schools. Chicago: Rand McNally, 1965.

Evaluation

Teacher Evaluation

1. Have basic concepts been presented in this unit?
   Yes_____ No_____
2. Is there evidence of growth in self-confidence?
   Yes_____ No_____
3. Is there evidence of attitude change on the part of the student regarding the world of work?
   Yes_____ No_____
4. Does the student have a better understanding of himself in terms of interest, abilities, strengths, weaknesses, etc.?
   Yes_____ No_____
5. Has the student become aware of his individual differences and have these differences contributed to his uniqueness as an individual?
   Yes_____ No_____
6. Has the time spent on this unit been justified?
   Yes_____ No_____

Student Evaluation

1. Do I understand more about the world of work?
   Yes_____ No_____
2. Do I understand more about myself in relation to the world of work?
   Yes_____ No_____
3. Have I learned that I might be much better suited for some jobs than others?
   Yes_____ No_____
4. Have I become interested in some jobs more than others?
   Yes_____ No_____
5. Do I feel that the time spent on this unit has been worthwhile?
   Yes_____ No_____

Selected References

Norris, Willa. Occupational Information in the Elementary School. Chicago: Science Research Associates, Inc., 1953.

PERSONAL - SOCIAL, 7-9

Informational Needs

Seventh, eighth and ninth grade students are in a transitional period of their lives, passing from pre-adolescence into adolescence. Their behavior changes and different characteristics appear. One of the reasons for the "shake-up" that produces these changes is maturation which brings physical disturbances with feelings and impulses with which their egos must begin to cope, assimilate, and integrate.

The major characteristics of this phase of adolescent development are as follows:

1. Rebellion against and withdrawal from adults and their values. Initially the rebellion is mainly verbal, but it becomes more action-oriented as adolescence progresses. The need for guidance from adults and for adult models for identification persists, but attachments even to adults other than the parents usually are transitory.

2. Intense narcissism, with a strong preoccupation with one's own body and self.

3. The peer group is of vital importance, serving as a way station during the transition from childhood to adulthood.

4. Sexual urges and feelings become intense and gain expression as the adolescent moves into beginning heterosexual relationships.

5. Marked increase in aggressive urges, now supported by

a corresponding increase in physical size and strength.

6. Marked increase in emotional and intellectual capabilities with a parallel broadening of interests and activities.

7. Attitudes and behavior in general are characterized by unpredictable changes and much experimentation.

Children in this age group often feel lonely and disorganized, as if their world were falling apart. They have feelings of unsureness or helplessness which permeates their work. The adult world is frightening in its high standards and demands.

During this period of change young people need the opportunity for finding success and satisfaction in work so that they need not continue to be preoccupied with themselves. They need to find the basis for getting along with other boys and girls and adults without feeling open to emotional hurt. They strive to gain social status or acceptance by satisfying the following needs:

1. Attractive appearance
2. Good reputation
3. Social participation
4. Conversational skills
5. Good health
6. Proximity to group
7. Socioeconomic status
8. Possess skills
9. Social insight
10. Intelligence
11. Academic achievement
12. Acceptance of group interests and values.

Since students in this period of development may be reluctant to seek help in meeting their needs from an individual provided for that purpose, and since they are dependent upon group relationships, they will usually utilize opportunities for working on their problems in group activities. Therefore, it is important that self-understanding and social relationships be made an integral part of group guidance through the curriculum at this level.

Possible Activities or Techniques

These group activities are geared to meet the needs of understanding self and others. They must be adapted to the maturation level and needs of each group within the seventh, eighth, and ninth grades.

Drama shows great pupil creativity and interest. Informal drama caters to the need for peer acceptance and gives a chance for the teenager to make public his opinions and feelings. This is a medium which falls into almost any subject area but especially in the English and language arts block of time. All areas of personal problems can be represented. Students at this grade level particularly like to write, direct, and produce their own plays--ranging from an informal class presentation to a highly polished finished product. Radio drama can be easily organized because there are few props. This tool would be effective as a culminating activity to be presented within the classroom or to a larger audience.

One might suggest an area of concern to the students such as manners or proper dress. The average class might thus have

three small groups. The first group dramatizes a difficulty, each group in turn acting out a solution to the problem. Spirited discussions will often follow each presentation. Application can be made within the framework of each drama to the proper life situation.

Conducting surveys and polls of student opinion is one of the easiest ways to reaching beyond the classroom. Questionnaires may be prepared on the basis of discussion; and students themselves may conduct the surveys either by use of prepared questionnaires or by ballot. This activity may culminate in group discussions.

The areas of personal and social relations are particularly well suited to this technique. A questionnaire on the matter of dating, may bring very interesting results. Consider the following questions for example:

"Should the boy meet the girl's parents when calling for his date?"

"Would you want your children to have less____more____ the same____discipline that you have had?"

"Do you object to boys swearing?"

"Do you object to girls swearing?"

Such questions as these will always create much interest among students and give real purpose to the guidance program. Boys and girls enjoy sharing their opinions on such questions with the group. Sometimes the results of such surveys and polls may be found interesting enough to have them published in booklet form and to compare with other student groups from year to year.

Most classrooms and many individual students have access to tape recorders. The popularity of recording sessions can be capitalized upon in group guidance. Students listen even more attentively to the recorded voices of their peers than to "live" presentations.

The use of commercially prepared tapes is of benefit but originality and spontanetity is the spice of group work. Recordings can be supplemented with drawings in many mediums and with photographic work, ideally all contributed by the students. One sees here a joint endeavor among many disciplines within the curriculum utilizing primarily language arts and art. Timing and location within the curriculum can be determined by the need of each group for such activity and their ability to carry it out.

For example, a social studies class on good citizenship might pretend to go back in time to the framing of the Constitution and record the feelings of the group relative to rights in a democracy with applications to the present trend of demanding that others follow rules which they themselves deny.

Demonstrations are most helpful where procedures need to be illustrated, and where specific details need to be brought out. Students can get together in "buzz groups" and, on the basis of class discussion, devise illustrations. Students' minds, in activities of this sort, are extremely fertile, and dependence upon them for suggestions and ideas is always a better guidance technique than having the teacher spend hours in a lonely struggle to develop something interesting to the whole group.

Suggested Resource Aids

Teacher Guidance Handbooks

1. National Forum Guidance Series
   - A. About Growing Up
   - B. Being Teenagers
   - C. Our School Life
   - D. Charts to go with texts

   American Guidance Service, Inc.
   720 Washington Avenue, S. W.
   Minneapolis, Minnesota 55414

2. Opportunity Series: Guide Books for Group Guidance
   - A. Planning your School Life
   - B. Planning your Life's Work
   - C. Planning your Future

   Hatch, Pharmenter, and Stefflue
   McKnight and McKnight
   Bloomington, Illinois, 1962

3. Teachers Guidance Handbook

   The Professional Guidance Series
   - A. Counseling Adolescents
   - B. Guidance Services
   - C. Studying Students: Guidance Methods of Individual Analysis

   Science Research Associates, Inc.
   57 West Grand Avenue
   Chicago, Illinois

Background Information

Committee on Adolescence Group for the Advancement of Psychiatry. Normal Adolescence: Its Dynamics and Impact.

Crow, Lester Donald. Adolescent Development and Adjustment. New York: McGraw-Hill, Inc., 1965. Used with permission of McGraw-Hill Book Company.

Frank, Lawrence K. Your Adolescent at Home and in School. New York: The Viking Press, 1956.

Glanz, Edward C. Groups in Guidance. Boston: Allyn and Bacon, Inc., 1962.

Hathaway, Starke Rosecrands. Adolescent Personality and Behavior. Minneapolis: University of Minnesota Press, 1963.

Hurlock, Elizabeth B. Adolescent Development. New York: McGraw-Hill, Inc., 1967. Used with permission of McGraw-Hill Book Company.

McCandless, Boyd R. Children: Behavior and Development, Second Edition. New York: Holt, Rinehart, and Winston, Inc., 1967.

Shultz, Gladys (Denny). The Successful Teenager. Philadelphia: Lippencott, 1968.

Tornalene, Lyn. I Passed As A Teenager. New York: Simon and Schuster, 1967.

Evaluation

Teacher

1. Did the students actively participate and enjoy the group work?

   Yes_____ No_____

2. Are activities structured loosely enough to allow for individual group differences?

   Yes_____ No_____

3. Did group activities have carry-over value in the curriculum?

   Yes_____ No_____

4. Were activities successful enough to be repeated in other units?

   Yes_____ No_____

5. Did the students show a measurable increase in knowledge as a result of the group activity?

   Yes_____ No_____

Evaluation

Student

1. Would you like to repeat this type of activity?
   Yes_____ No_____
2. Did you get to know your classmates better by working on this project.
   Yes_____ No_____
3. Did you find more about yourself?
   Yes_____ No_____
4. Will you be able to use these activities in groups outside of school?
   Yes_____ No_____
5. Did everyone get a chance to take part in group work?
   Yes_____ No_____

Selected References

Committee on Adolescence Group for the Advancement of Psychiatry. Normal Adolescence: Its Dynamics and Impact. 1968

Frank, Lawrence K. Your Adolescent at Home and in School. New York: The Viking Press, 1956.

Glanz, Edward C. Groups in Guidance. Boston: Allyn and Bacon, Inc., 1962.

Hurlock, Elizabeth B. Adolescent Development. New York: McGraw-Hill, Inc., 1967. Used with permission of McGraw-Hill Book Company.

McCandless, Boyd R. Children: Behavior and Development, Second Edition. Holt, Rinehart, and Winston, Inc., New York, 1967.

EDUCATIONAL - OCCUPATIONAL, 7-9

Informational Needs

Elementary children pass through a make-believe world of fantasy in which choices are based on their dreams and wishes. They then move into a tentative period characterized by a recognition of the problems of occupational choice.

Seventh, eighth, and ninth grade students are old enough to begin to verbalize their problems, but some may be too young to profit adequately from individual counseling; therefore, through group activities we must focus on enlarging occupational horizons rather than on encouraging youngsters to concentrate on one specific occupation.

Needs of Seventh, Eighth, and Ninth Grade Students:

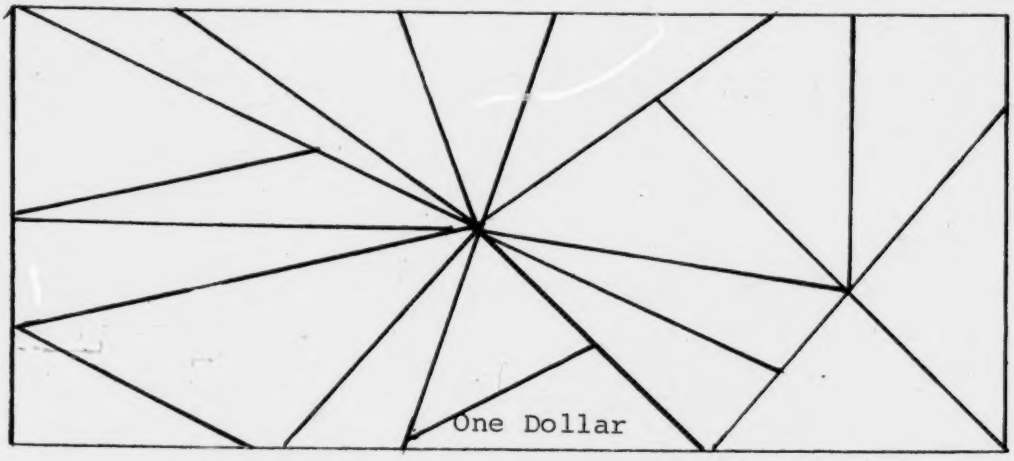
1. To gain a better understanding of one's goals, interests, abilities, and values.
2. To make school life more meaningful in exploring the world of work and its changing nature.
3. To recognize individual differences.
4. To become aware that junior high students have different needs and tasks to learn.
5. To orient students to the school.

For students to gain a better insight into their individual differences, relate their interests to their needs and develop an awareness of occupational and vocational planning, it becomes essential for them to engage in some meaningful activities.

Possible Activities or Techniques

It is characteristic of junior high school youth that they work best when they are pursuing something which concerns them personally.

The following series of group activities incorporated into one unit seems to provide for self exploration in relation to the world of work. This unit probably would be used more effectively with a ninth grade group.



The unit is based around a dollar bill. The unit will be introduced by placing an oversized dollar bill, which has been cut into several various sized sections, alone on the bulletin board. Interest will be created among the students which will lead to the natural development of the project. As questions evolve, the groundwork is laid for leading them into taking the Kuder Preference Record to determine their individual interests, which the counselor interprets for them.

At this time the secrecy of the dollar is revealed to the students. Each part of the dollar bill represents an occupation. These occupations are then labeled on the parts of the dollar bill on the bulletin board. Students choose an occupation or occupations as indicated on the Kuder and are encouraged to use guidance materials such as the prepared SRA "Kits" in exploring their interests.

To further the use of the dollar concept the teacher would emphasize the value of comparing monetary earnings of different occupations with levels of educational accomplishments.

Some of the students might like to discuss their parents' occupations. Adults and friends could be invited to the school by the students during the activity to talk to the group about their jobs.

The teacher will help students plan to write essays based on their Kuder interests. These essays should probably not be used as a grading device so that students will express themselves more freely.

Following the writing of the essay each student would be given an opportunity to present an oral report on his findings.

The teacher could make extensive use of audio-visual aids in developing the activity.

Field trips to industries in the local areas could be planned, and representatives from other industries in surrounding areas could be invited for occupational talks to the students.

This activity would cover approximately two or three weeks.

While working through this unit, students are made aware of the need for expansion of educational and vocational planning into the high school curriculum. For example, if a girl became interested in business and office occupations and felt that her interests and abilities lay in that direction, she could make better course choices in high school and in planning post high school training. This would be true for all students in making their choices of high school courses.

A special day may be set aside for orientation of new students to the school environment. This could be done in an assembly or homerooms. At this time material and information essential to the students could be distributed and discussed.

Students could interview adults from different vocations. Proper group preparation for these interviews would precede this activity. A group discussion is a natural culminating activity following the interviews. A good topic for this discussion might be, "What qualities helped each person become a success in his field?"

Suggested Resource Aids

Film--"Getting a Job--Is a Job." Dibie-Dash, Los Angeles, Audio Visual Department, 16min. Color.

Educators Progress Service. Educators Guide to Free Guidance Material, 8th annual ed., 1969, Randolph, Wisc., 1969.

Hanson, Gene. "Career Planning, An Outline for the Ninth Grade Unit." Rosenville Public School, St. Paul, Minnesota, 1966.

Oakland Unified School District. "Choice or Chance." Oakland, California.

Oakland Public Schools. "What's in it for Me?" Oakland Public Schools, Oakland, California, 1964.

Suggested Resource Aids
(Continued)

Scope. January 13, 1967. "They Play for Pay."

September 30, 1965. "Five Ways to Find a Job."

October 28, 1965. "Your First Job: Will You Last for More than one Week?"

U. S. Department of Labor. Occupational Outlook Handbook, 1966-67 (or newest issue). Washington, D. C., Bulletin No. 1450.

Filmstrips

"Dropping Out: Road to Nowhere." Guidance Associates. Harcourt, Brace, and World, Pleasantville, New York. 2 color filmstrips, 2 12" LP Records; O.P.S.--Audio Visual Department.

"Education Has a Dollar-and-Cents Value for You." Guidance Associates. Harcourt, Brace, and World. Pleasantville, New York. Filmstrip.

"Preparing for the Jobs of the '70's." Guidance Associates. Harcourt, Brace, and World. Pleasantville, New York. 2 color filmstrips, 2 12 LP Records, O.P.S.--Audio Visual Department.

"What Good Is School?" Society for Visual Education, 1967. 32 Frames.

Evaluation

Teacher

1. Was the entire group involved in the activity?
   Yes_____ No_____ To some extent_____
2. Do you feel that the students gained a better insight into their interests?
   Yes _____ No_____To some extent_____
3. Were tasks planned in order that each member of the group felt successful in his contribution?
   Yes_____ No_____ To some extent_____
4. Was the activity planned so that the needs of each member could be met?
   Yes_____ No_____ To some extent_____

Evaluation
(Continued)

5. Do you feel that the activity was an aid to students in self exploration as related to educational occupational planning?

Yes_____ No_____ To some extent_____

Student

1. Do you feel you have learned more about several occupations that you did not know about before?
   Yes_____ No_____ To some extent_____
2. Did you learn more by the resource people speaking to you and by taking the field trip?
   Yes_____ No_____ To some extent_____
3. Do you feel you are better able to make course choices in high school as a result of the activity?
   Yes_____ No_____ To some extent_____
4. Do you feel you have better understanding of your interests?
   Yes_____ No_____ To some extent_____
5. Did you participate in the activity?
   Yes_____ No_____ To some extent_____

Selected References

Norris, Willa. Occupational Information in the Elementary School. Science Research Associates, Inc., 1963.

Peters, Herman J. and James C. Hansen. "What Has Happened to Vocational Counseling in our School?" New York: Macmillan, 1966.

PERSONAL - SOCIAL, 10-12

Informational Needs

On the secondary level, students have personal-social concerns in getting along with peers and members of their families, in understanding self, in planning for current and future financial needs, and in developing leisure time activities as well as improving health habits, personal appearances, and manners.

Students coming from small junior high schools are experiencing the confusion of entering a new school. Most of the students are at an age when they are struggling to achieve emotional and social security. Many of the students are thinking more seriously about their future plans. They feel the need of communicating freely with each other about their differences.

High school students are very frank about their feelings and emotions as was revealed in one of the Purdue Opinion Polls of high school students throughout the United States. This poll gives evidence to the fact that a number of students have emotional problems:

27% report that they are nervous

35% worry about little things

35% cannot help daydreaming

29% must always be "on the go"

26% have guilt feelings about things they have done

25% are ill at ease at social affairs

According to research, the needs in the personal and social area are numerous. The guidance program should be geared to assist the students in an effort to better understand themselves and cope with their problems.

Possible Activities or Techniques

High school students have a greater need for guidance than do those of any other level of educational experience. At this stage in their physical and emotional development, they are often possessed by inner drives which produce anxiety and insecurity.

The teacher will find this unit helpful in assisting the student to be better understood by self with the use of group techniques, one of which is the "buzz" session.

"Buzz" session is often used as a warm-up in group discussion. A group is broken down into sub-groups of five or six members. Each sub-group holds a brief informal discussion for five or ten minutes. Sometimes all the sub-groups will discuss the subject and sometimes each group takes a specific phase of the subject. At the end of the brief "buzz" session, each sub-group through its spokesman reports to the full group. The useful functions served by this technique are that a great many people are quickly and painlessly involved in the discussion. It is possible to assess quickly the major areas of agreement and disagreement within the group, and leadership is automatically generated.

Students are given an opportunity to discuss topics that concern their own personal experiences by the use of the "buzz" session. As an outcome of this session, a panel may be formed to criticize or defend the following topics:

1. A student must learn to accept authority to earn freedom.
2. If one is busy finding the best in people, he will make more friends than the one who constantly criticizes.
3. A student who feels insecure may tear down another student to build himself up.

Another technique used in working with students in grades 10-12 is socio-drama. A problem is introduced by the student or member of the group and explored through free discussion until the problem is well understood. After a proposed solution has been dramatized, the group appraises the effectiveness of the solution tried, the effect of the role player's words and actions on one another, and the reactions of the spectators. The method involves three types of dramatic experiences: personal, interpersonal and societal.

Example: Students discuss effects of daydreaming on a student and propose a solution as to how he may overcome this problem. Students act out the proposed solution.

Role playing, an adaptation of socio-drama, is a device for developing skills and insights in the realm of human relations by "acting out" roles which parallel real-life problems. A class role playing takes the following steps: (a) alerting the group to the need for training in some type of situation; (b) the warm-up, role taking and definition of the situation; (c) helping the audience group to observe intelligently; and

(d) replaying the situation after evaluation and evaluative discussion. This technique may be applied at any age level.

Situations which are used for acting out bear a relationship to recognizable problems for the age group which is involved. The role playing technique could be used in helping students overcome emotional problems such as daydreaming and being ill at ease at social affairs.

Suggested Resource Aids

A. National Forum Guidance Series, American Guidance Service, Inc., Minneapolis, Minnesota.
   1. Adult Living
   2. Discovering Myself
   3. Planning My Future

B. SRA Life Adjustment Booklets, Science Research Associates, Inc., 57 West Grand Avenue, Chicago, Illinois.
   1. Understanding Yourself
   2. Exploring Your Personality
   3. About You
   4. How to Increase Your Self-Confidence
   5. Dating Days
   6. Let's Talk About Honesty
   7. What is Honesty

C. Oklahoma State Department of Education.
   1. A Guide for Developmental Vocational Guidance, Grades K-12, 1968.

Background Information

Bennett, Margaret. Guidance and Counseling in Groups. New York: McGraw-Hill, Inc. Used with permission of McGraw-Hill Book Company.

Glanz, Edward and Robert W. Hayes. Groups in Guidance. Boston: Allyn and Bacon, Inc.

Kemp, C. G. Perspective on the Group Process. Boston: Houghton Mifflin Company.

Lodge, H. "Choosing Values in the Secondary School." California Journal of Secondary Education, Vol. 33, April, 1958.

Norris, Willa, Franklin R. Zeran, and Raymond Hatch. The Information Service in Guidance. Chicago: Rand McNally and Company.

Shull, Russell. Discovering Myself (Teachers Guide). National Forum Foundation. Minnesota: American Guidance Service.

My Future (Teachers Guide). National Forum Foundation. Minnesota: American Guidance Service.

Warters, Jane. Group Guidance. New York: McGraw-Hill, Inc. Used with permission of McGraw-Hill Book Company.

Evaluation

The following checklist may serve as a means of evaluating the group activities. Consider each question carefully, then check the appropriate column.

Teacher

1. Was the atmosphere of the group easy, relaxed, and comfortable?
   Above Average_____ Average_____ Below Average_____

2. Did members of the group understand the purpose?
   Above Average_____ Average_____ Below Average_____

3. How well did members of the group participate?
   Above Average_____ Average_____ Below Average_____

Evaluation
(Continued)

Teacher
(Continued)

4. Were group feelings expressed openly?
   Above Average_____ Average_____ Below Average_____

5. Was interest maintained by the students at a high level?
   Above Average_____ Average_____ Below Average_____

Student

1. Were you able to gain a keener insight into "self"?
   Above Average_____ Average_____ Below Average_____

2. Was the group able to accept the fact that everyone has the right to express his opinion?
   Above Average_____ Average_____ Below Average_____

3. Was the activity of interest to you?
   Above Average_____ Average_____ Below Average_____

4. Did members assume responsibility for success of the group session?
   Above Average_____ Average_____ Below Average_____

5. Were decisions reached?
   Above Average_____ Average_____ Below Average_____

Selected References

National Forum Foundation. Planning My Future. Minnesota: American Guidance Service, 1964.

National Forum Foundation. Teacher's Guide for Discovering Myself. Minnesota: American Guidance Service, 1964.

Norris, Willa, Franklin R. Zeran, and Raymond Hatch. The Information Service in Guidance. Chicago: Rand McNally and Company, 1960.

EDUCATIONAL, 10-12

"Educational informational embraces valid and usable data about all types of present and future educational and training opportunities and requirements, including curricula and co-curricula offerings, requirements for entering schools and training facilities, and conditions and problems of student life." The demands of the high school student for educational information are the most difficult to meet since all students face some terminal decision at this time.

Senior high school students need to broaden and validate educational information for post high school training opportunities and experiences. This can be accomplished through group guidance with such activities left to the creativity of the staff. According to Norris, Zeran and Hatch the needs and interests offered at this level should include the facts about each of the various broad curricula available, such as college preparatory, vocational, or general courses; the specialization within each of the broad curricula such as in one of the vocational areas--agriculture, home economics, business; the relationships of specific courses and curricula to vocational and other life plans; the general requirements of institutions for further education and training; the availability of special training opportunities, such as courses in typing, distributive education, etc.; the development of good study habits; and the availability of financial aid for further education and training.

Others which might be included are military obligations and opportunities, introduction of high school curricula to parents, and parent participation in college admissions and financial aid programs. Students who receive a logical sequence of training with definite occupational goals get a relevant perspective which will probably add motivation to their work.

Recent unprecedented technological changes since World War II have increased the need for accurate, up-to-date educational information. The topics below may be used by social studies teachers or others as the basis for a unit of work, or as a resource for introducing educational guidance into the curriculum. If presented as a unit, it should be introduced early enough in the high school curriculum so that the students may plan their program without restricting future choices.

Possible Activities or Techniques

A unit centered around post high school planning helps high school students "plan" rather than "drift" into preparation for a career. Panels may be used to obtain and disseminate information as to admission requirements of institutions of higher learning, financial, and institutional programs. In order to set the stage for this activity, colorful displays, bulletin boards, and other pertinent resource materials may be displayed for student observation. These panels may use selected student "interrogators" who through research have formulated lead questions to stimulate other class members.

During a class period letters may be written or individual contacts made to obtain required educational information from area colleges and institutions. To supplement this information Lovejoy's College Guide, The College Handbook, or similar publications should be made available. After this information has been organized role playing may be used to present this material to the class. For example, students could assume the role of inquirers for information while others assume the role of Financial Aid Officer, Admissions Officer, and the like.

As a follow-up technique to the above unit a "College Day" could be held, either a day or night event, for both parents and students. This activity brings the college representatives and/or those various technical institutions into the school where they clarify points regarding admission, housing, cost, educational programs, financial aid, and occupational outlooks. At the same time, the students are motivated to further their educational planning, and both students and parents are made to feel that they have some "contact" with the institution. Ideally, "College Days" build better relations between high schools and institutions of higher learning.

Students are asked to name the two colleges that they are most interested in attending. Letters should be written by the counselor or principal to the Office of High School Relations of those colleges in which there is a definite interest indicated, inviting them to send representatives. Only those institutions in which a significant number show an interest will participate.

Other representatives may attend on a voluntary basis. News media may be used as an additional means of informing or reminding parents.

Each college group should have a room assignment and the necessary audio-visual aids for their presentation. The presence of a student council member may be helpful.

It may be desirable to hold an opening assembly at which the principal welcomes the group and gives the purposes or the anticipated outcomes. Instructions may be given for dispersing to group meetings.

To meet the needs of new students coming into the school it may be advisable to hold an orientation program. The main purpose of such a program is to help a new student adapt to his new surroundings, to assist him to feel at ease and to help him grasp traditions, rules, offerings, and activities.

Near the end of the school year or just before the regular school term begins students may be brought from their home schools to their future one.

The student council or other student leaders should work with a committee composed of teachers, counselors, and administrators to plan the program. They may consider a "buddy system" where dependable high school students may serve.

The use of the high school band, music group, or some similar organization should provide a friendly atmosphere. Students are given curriculum information and rules through handbooks, information sheets and the like.

The principal, student body president, counselor, and other key people may be introduced. Student leaders conduct small groups for visits through the school complex, extra-curricular activity groups are allowed to set up booths, where they can dispense information using hand-outs, music, and displays. Counselors may be assigned to review the three-year program of studies plan to be sure that individual needs are being met.

Visits to classrooms, gyms, cafeteria, etc. will be limited to the school situation at the time. The student should be allowed to see as much as possible of his new home.

Suggested Resource Aids

"A Counselor's Professional File." New York: Chronicle Guidance Publications, Inc., 1964.

"Career Briefs." Largo, Florida.

College Entrance Exmaination Board. The College Handbook. New York: College Entrance Examination Board, 1969. 1360 pp., Cost: $4.75.

Diamond, Esther E. How to Get into College and Stay There. Chicago: Science Research Associates, 1958, 1962, 1970.

Hatch, Parmenter, and Stefflre. Planning Your Future. The Opportunity Series, No. 3 of 3. Bloomington, Illinois: McKnight and McKnight.

"How About College Financing?" Washington, D. C.: American Personnel and Guidance.

Lovejoy, Clarence E. Lovejoy's College Guide. New York: Simon and Schuster, 1961.

Munson, Harold L. Guidance Activities for Teachers of Social Studies. Chicago: Science Research Associates, 1965.

Background Information

Baer, Max F. and Edward C. Roeber. Occupational Information. Chicago: Science Research Associates, 1951, 1958, 1964.

Brownstein, Samuel C. College Bound--Planning for College. New York: Barron Educational Series, 1962.

College Scholarship Services. Financing a College Education: A Guide to Counselors. New Jersey: College Scholarship Services, 1968.

Froehlich, Clifford P. Guidance Services in the School. New York: McGraw-Hill, Inc., 1958. Used with permission of McGraw-Hill Book Company.

Humphreys, J. Anthony and Arthur E. Traxler. Guidance Services (Third Edition). Chicago: Science Research Associates, 1954.

U. S. Department of Health, Education, and Welfare, Office of Education. Education for a Changing World of Work. Report of Panel on Vocational Education, Washington, D. C.: Government Printing Office, 1963.

Evaluation

Teacher Evaluation

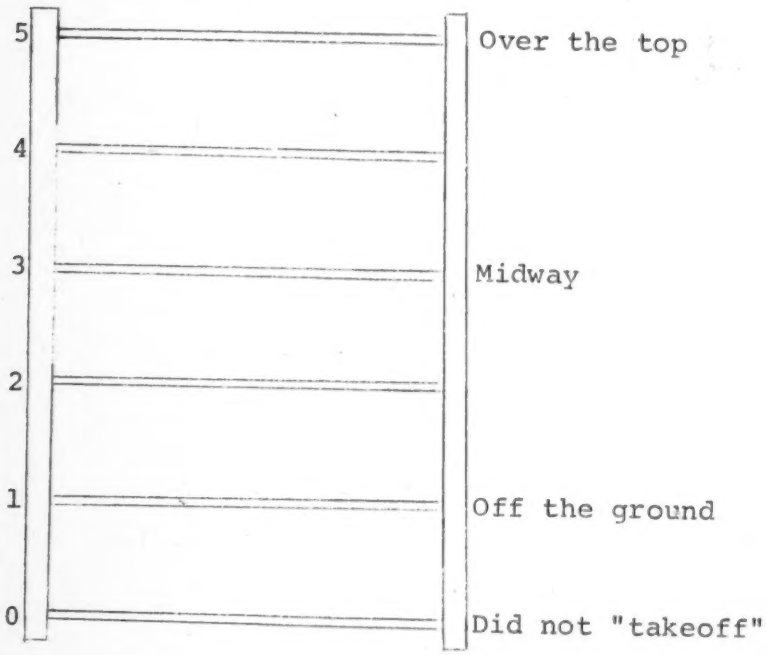
In order to check the effectiveness of the material that has been presented how many of the following questions can be answered in the affirmative?

1. Did the student receive the educational information that was desired?
2. Was the time allotted adequate and well utilized for this activity?
3. Were the consultants well prepared?
4. Were physical facilities adequate and were these fully utilized?
5. Would you recommend that this activity be repeated next year?

Student Evaluation

In order to evaluate the success of this activity, please rate the questions below according to the scale given.

(0 - 5 points)



1. Did you rate the day a success?
2. Were activities of interest?
3. Did the consultant give you the information you felt you needed?
4. Was your specific need for educational information sufficiently explored?
5. Did you have adequate time to explore your interest?

OCCUPATIONAL 10-12

Informational Needs

When students reach the senior high school level it is imperative that an occupational choice be made as early as possible. For many young people the senior high school will be a terminal point in their formal education. Assuming that students are aware of their interests and abilities and recognizing that there is a unique need to explore further occupational choices, then through the provision of varied group activities at the senior high school level the occupational choice may be validated.

Experts in the field of guidance tend to concur with the above point of view. This is evidenced by the following quotation by Shertzer and Knowles.

> It is becoming more and more essential that our youth understand what is happening in the world of work. Typical students from thousands of American high schools are leaving the schools essentially illiterate insofar as having an understanding of the conditions confronting them as they enter the working world. Individuals studying manpower resources and trends have noted that youth of today must be prepared to choose not one, but three vocations in his lifetime. By 1975, 40 percent of our nation's jobs will deal directly or indirectly with space. By the year 2000 there will be sixty million workers in America who are in vocations which do not even exist today.

The implications of these remarks are clear: We must guide youth to be adaptable in their career planning. We must help them find direction in their career plans.

In the following statements are techniques and activities which should be beneficial in implementing a program of unique group guidance for the purpose of providing occupational information at the senior high school.

Possible Activities or Techniques

Planned tours of businesses and industries involving various classroom teachers and counselors could serve as valuable means of providing occupational information. Plans should include opportunities for students to observe and interview workers on the job and to prepare oral and/or written reports on the different types of jobs necessary for carrying out a given business or industry. This could be accomplished by the teacher and/or counselor contacting the personnel manager of the particular business or industry to be toured.

Representatives from occupational fields could be invited to speak on careers and occupations in which groups of students have shown an interest. Teachers, counselors, and students should be involved in calling on resource speakers, setting up proper facilities, and introducing guest speakers. Students will be responsible for follow-up study and presentation to other members of their class.

Groups or committees of students could be responsible for displaying occupational information in a corner of homerooms, preparing bulletin boards representing various types of occupations, and developing and maintaining a career file.

A demonstration job interview entitled "Mike and Joe, the Seniors, Go for an Interview," may be utilized to help convey meaningful occupational information. Members of the group should be encouraged to portray "Mike," who is "well-prepared" and "Joe," who is "poorly prepared" for the interview. Observing members of the group should be given the opportunity to react to both presentations.

Other possible interviews are: "Sam, the Boy without an Occupational Plan," "Silly Sally Learns Industry and Business," "Bob and His Military Obligations," and "Jack and Jill, The Dropout Kids."

The career day has a definite place in informing students of occupational information if the activities are planned in detail with sufficient care taken to help students understand the real purpose and the plan of the program.

This activity, usually coordinated by the counselors, requires scheduling the conference, obtaining staff cooperation, selecting the careers to be presented, choosing and orienting the speakers, publicity and programs, evaluating the conference and a follow-up program.

These activities could be incorporated into various academic subject areas, and the time and scope will be at the discretion of the teacher and/or counselor, with the approval of the local administrator. They should help students learn of industry and business. The activities should develop appreciation for the various jobs necessary for the operation of a given industry or business.

Suggested Resource Aids

Careers, Inc. Careers Desk Top Kits. Largo, Florida. 1969.

Guidance Associates. Preparing for the Jobs of the '70's. Pleasantville, New York: Harcourt, Brace, and World. 2 color filmstrips, 2 12" LP records O.P.S. Audio Visual Department.

Louisiana School Directory. Louisiana State Department of Education. Baton Rouge, Louisiana, 1969.

Oklahoma State Department of Education. A Guide for Developmental Vocational Guidance, Grades K-12. 1968.

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"Group Counseling With Neighborhood Youth Corps Trainees." The Personnel and Guidance Journal. APGA, Vol. 48, No. 7, March, 1970.

Hatch, Raymond N. and Buford Stefflre. Administration of Guidance Services. Englewood Cliffs: Prentice Hall, Inc., 1965.

Krumboltz, J. D. and W. W. Schroeder. "Promoting Career Planning through Reinforcement." Personnel and Guidance Journal, Vol. 44, 1965.

Clifton, W. M. Working with Groups. New York: Wiley and Sons, Inc., 1966.

Norris, Willa, Franklin Zeran and Raymond N. Hatch. The Information Service in Guidance. Chicago: Rand McNally and Company, 1965.

Parsons, Frank. Choosing A Vocation. Boston: Houghton-Mifflin and Company, 1909.

"Project: Occupational Orientation." The School Counselor. May, 1970.

Evaluation for Teachers, Counselors, and Students:

	Yes	No
1. Was relevant occupational information available in sufficient quantities for the student?	____	____
2. Were students involved in helping to plan and conduct aspects of group activities?	____	____
3. Did activities require and receive the cooperative help of other faculty members?	____	____
4. Were facilities available and adequate for group guidance?	____	____
5. Do you think that the students acquired a better understanding of themselves and of the world of work because of their participation in group activities?	____	____

Student Evaluation

1. Was relevant occupational information available in sufficient quantities to you as a student?	____	____
2. Were you, as a student, involved in helping to plan and conduct aspects of the group activities?	____	____
3. Did the activities require and receive the cooperative help of the majority of the student body?	____	____
4. Were facilities available and adequate for group guidance?	____	____
5. Do you feel that you, as a student, acquired a better understanding of yourself and of the world of work because of your participation in the group activities?	____	____

Selected References

Shertzer, Bruce and Richard T. Knowles. Teachers Guide to Vocational Guidance. Cambridge: Bellman Publishing Company, 1964. page 7.